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**LAPORAN AKHIR  
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**Analysis of Students' Academic Self-Efficacy on  
Speaking Class at Twelfth Grade of SMAN 1  
Solok on 2020/2021 Academic Year**

**Tahun ke 1 dari rencana 1 tahun**

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## HALAMAN PENGESAHAN

**Judul** : An Analysis of Students' Academic Self-Efficacy  
On Speaking Class at Twelfth Grade of SMAN 1  
Solok on 2020/2021 Academic Year

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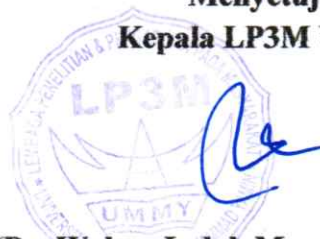


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### **LAMPIRAN**

**RINGKASAN**

Vocabulary is one of language aspects that should be mastered by the students in language learning. It has main role for the students in understanding and applying the four basic skills in language learning. Most of the teachers do not pay attention about media that they use in gaining students' vocabulary mastery.

This study aimed to find out whether the use of Jeopardy Game affected the students' vocabulary mastery or not. This study conducted a quasi experimental design. The subject of this study was comprised 186 students of second grade of SMAN 1 Bukit Sundi that divided into 6 classes. The instrument of this study was a vocabulary test. The experiment class was taught by using Jeopardy Game, while the control class by using Guessing Game.

The result of this research can be as useful input for the English teaching process especially related to students' vocabulary mastery. Moreover, the output of this research will be submitted on scientific publication journal in ELP (English Language Pedagogy).

**Keywords:** *Vocabulary Mastery, Jeopardy Game, Vocabulary*

Ringkasan penelitian tidak lebih dari 500 kata yang berisi latarbelakang penelitian, tujuan dan tahapan metode penelitian, luaran yang ditargetkan, serta uraian TKT penelitian yang diusulkan.

## RINGKASAN

This research aimed to analyze about students' self-efficacy in speaking activities in the class. There are several aspects that affect students' ability in learning speaking, one of which was Self-efficacy. Self-efficacy was the ability of students to measure how confident they were in their ability to learn speaking.

This research was quantitative descriptive. The population of this research were the twelfth grade students of SMAN 1 Solok in the 2019/2020 school year. This research used a cluster random sampling. The sample was obtained by lotting from ten classes and the sample of this research was class XII IPA 3. This research used a questionnaire as instrument and distributed via online which contained Self-Efficacy indicators consisting of dimension of level, dimension of strength and dimension of generality.

Based on the results of the questionnaire analysis that has been filled out by students, it can be seen that in the dimension of level the total score obtained by students was 75.49% (Good). It means that student had good believe on their ability in speaking class. The total score of dimension of strength obtained was 73.33% (Good). It can be said that most of students had good power to despise many obstacle. The generality dimension of the total score was 72.71%. Based on the above analysis, it can be concluded that students had good Self-efficacy in speaking activities in class with a total score of 73.84%.

Kata kunci maksimal 5 kata

Self- efficacy; speaking in class

Latar belakang penelitian tidak lebih dari 500 kata yang berisi latar belakang dan permasalahan yang akan diteliti, tujuan khusus, dan urgensi penelitian. Pada bagian ini perlu dijelaskan uraian tentang spesifikasi khusus terkait dengan skema.

## LATAR BELAKANG

### A. Background of the Problem

Generally, speaking is one skill that is included in four basic skills of language. Speaking involves language production and therefore often referred to as productive skills. Speaking is an action of conveying information or expressing one's thoughts and feelings in spoken language. Speaking is not only expressing people's opinion, but also speaking has a significant sense in daily life.

Speaking skill is not only talking about how to speak, but also talking about how to get information from other people. Speaking skills is used to communicate with other

people. When people do not have a good speaking skill, they will have difficulties to get information from others.

Nowadays, many students have difficulties in learning English especially in speaking. For students, mastering speaking skill becomes one of difficulty in learning English. Most of them cannot be able to deliver their idea into spoken form. Students are still confused with pronunciation, grammar or vocabulary. Besides that, they are also still confused in using the appropriate social and culture rules while speaking.

In addition, students' speaking ability is also influenced by student psychological aspect. In this aspect, it is divided into other aspects which have a big influence on students' speaking abilities. One of them is self-efficacy. Students' academic self-efficacy is one of bigger factors from the others. Students' academic self-efficacy is students' ability to measure how much they believe in what they do. In addition to that, students' academic self-efficacy is students' belief that they will be able to accomplish a specific task. With this belief, the students will be more able to receive the lesson well.

Students' academic self-efficacy is one of factors affecting students' speaking ability. Students who have little self-efficacy do not have the passion to participate in learning process because they feel they will not be able to follow the learning process. On the other hand, self-efficacy also gives effect to students' learning outcomes as well as their motivation to learn.

Based on researcher's observation done at SMAN 1 Solok at January 22<sup>nd</sup> 2020, there are many problems in learning English especially in speaking at eleventh grade students of SMAN 1 Solok in 2019/2020 academic year. From the student side, researcher found two aspects of the problems that influenced student's speaking activities. First, learning psychologies of students. Self-efficacy is the bigger aspect effecting student speaking ability. Many students did not dare to speak in front of the class. They think that they did not be able to do that. They are shy when speak in front of the class. The other aspect was student learning motivation. Many students did not patient when learning activities. They prefer to keep silent in the learning process. They prefer to talk with other friends than do not pay attention to the teacher who teaches the

class. Second, students' speaking skill. Many students had bad pronunciation. When a student pronounces the words, other students are still confused about what word that the student means. They are confused when using grammar to express what they mean. They had difficulty when make an utterance in spoken form. Many student still confuse to choose the diction of the word when speak. Furthermore, problem also comes from the teacher view. Some teacher taught by using textbook only. The teachers did not used media to interest students to learn. Teachers only gave instruction and did not gave an example of the material.

## **B. Research Question**

Based on the formulation of the problem above, the research questions were:

1. How was the level of students' academic self-efficacy in speaking class at the twelfth grade student of SMAN 1 Solok in 2019/2020 academic year?
2. How was the strength of students' academic self-efficacy in speaking class at the twelfth grade student of SMAN 1 Solok in 2019/2020 academic year?
3. How was the generality of students' academic self-efficacy in speaking class at the twelfth grade student of SMAN 1 Solok in 2019/2020 academic year?

## **C. Purposes of the Research**

Based on the research question above, the purpose of the research were:

1. To know about the level of students' academic self-efficacy at the twelfth-grade student of SMAN 1 Solok in 2019/2020 academic year.
2. To know about the strength of students' self-efficacy of twelfth-grade student of SMAN 1 Solok in 2019/2020 academic year.
3. To know about the generality of students' academic self-efficacy at the twelfth-grade student of SMAN 1 Solok in 2019/2020 academic year.

## **D Significance of the Research**

The result of this study was expected to be useful both theoretically and practically elaborated in the following section: the theoretical result of the research was to give information about the students' academic self-efficacy in speaking class. This research gave

information about students' activities especially in speaking. Practical the result of this research was expected to give information to English teacher especially in self-efficacy in speaking class. Finding of this research was expected to give contribution to the teacher who teaches especially in speaking class.

Tinjauan pustaka tidak lebih dari 1000 kata dengan mengemukakan *state of the art* dalam bidang yang diteliti. Bagan dapat dibuat dalam bentuk JPG/PNG yang kemudian disisipkan dalam isian ini. Sumber pustaka/referensi primer yang relevan dan dengan mengutamakan hasil penelitian pada jurnal ilmiah dan/atau paten yang terkini. Disarankan penggunaan sumber pustaka 10 tahun terakhir.

## TINJAUAN PUSTAKA

### A. Students' Academic Self-Efficacy

#### 1. Concept of Self-efficacy

There are several aspects that effect speaking skill. One of them is psychological aspect. In psychological there are many aspects, one of them was self-efficacy. There are many expert explained about self-efficacy.

According to Reynolds (2003:128), self-efficacy was a significant positive predictor of student self-regulation and cognitive engagement in the course. Students who are confident of their capabilities to learn and do the course work are more likely to report using more elaboration and organizational cognitive strategies. These strategies involve deeper cognitive processing of the course material students try to paraphrase the material, summarize it in their own words, or make outlines or concept maps of the concepts in comparison to just trying to memorize the material. In addition, students who had higher self-efficacy for learning also are much more likely to be metacognitive and try to regulate their learning by monitoring and controlling their cognition as they learn.

#### 2. Dimension of Self-efficacy

In one's self-efficacy there are dimensions that had implications for one's performance. Bandura (1977: 194) classify self-efficacy into three dimensions: First,



level. This dimension refers to the degree of difficulty that the individual believes will be able to cope. Individuals who had a high self-efficacy will had confidence about the ability to perform a task that the business will do will be successful. Conversely, individuals who had low self-efficacy will had low confidence about every effort made. Second, strength. This dimension relates to the power of one's self-efficacy when dealing with task demands or a problem. Individuals had a strong belief and craze in the effort to be achieved despite many obstacles. The stronger of self-efficacy and the greater perseverance, the higher the likelihood of the selected and successful activity. Third, generality. Namely variations in situations where individuals feel confident in their ability. One can judge himself to have a high self-efficacy on many activities or on certain activities. As more self-efficacy was applied to a variety of conditions, the higher one's self-efficacy

rich based on aspects that were had been stated by Bandura (1977). This academic self-efficacy dimension was between another was the level (level of difficulty of the task), generality (general circumstances), and strength (level of strength).

### **3. Sources of Self Efficacy**

According to Pajares (2003:139), self-efficacy is a key contributing factor to learners' success, because self-efficacy influences the choices learners make and the courses of action they pursue. Furthermore, Hodges (2016:520) defines that self-efficacy is influenced by four main sources: enactive mastery experience that is, hands-on experience; vicarious experiences that is, other people's experience; verbal persuasion that is, appraisal or feedback from others; and physiological and affective states that is, stress, emotion, mood, pain, and fatigue.

## **B. Teaching Speaking**

### **1. Concept of Teaching Speaking**

According to Harmer (2007: 123) suggest that the teaching of speaking depends on there being a classroom culture of speaking, and that classroom need to become '*talking classroom*'. In other words, students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking *activation* is a regular feature of lessons. There are three main reasons for getting students to speak in the classroom. First, speaking activities provide rehearsal opportunities – chances to practise real-life speaking in the safety of classroom. Second, speaking tasks in which students try to use any all of the language they know provide feedback for both teacher and students. Third, the more students have opportunities to *activate* the various elements of language they have stored in their brains, the more automatic their use of these elements become.

### **2. Speaking Class Activities**

There are some activities to promote speaking skill. There are some experts that proposed about speaking activities. According to Kayi in Mora (2010:5) there are six activities to promote speaking skill. First is discussion, this activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. Second is role play and simulation. Students pretend they are in various social contexts and have a variety of social roles. Third is interviews, students can bring items to the class to create a realistic environment. Fourth is reporting, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. The fifth is prepare talks, a popular kind of activity is the prepared talk where a student makes a presentation on a topic. Sixth is dialogue, it helps the students practice in speech, pronunciation, intonation, stress.

Metode atau cara untuk mencapai tujuan yang telah ditetapkan ditulis tidak melebihi 600 kata. Bagian ini dilengkapi dengan diagram alir penelitian yang menggambarkan apa yang sudah dilaksanakan dan yang akan dikerjakan selama waktu yang diusulkan. Format diagram alir dapat berupa file JPG/PNG. Bagan penelitian harus dibuat secara utuh dengan penahapan yang jelas, mulai dari awal bagaimana proses dan luarannya, dan indikator capaian yang ditargetkan. Di bagian ini harus juga mengisi tugas masing-masing anggota pengusul sesuai tahapan penelitian yang diusulkan.

## METODE

### A. Research Design

This research was conducted by using descriptive quantitative research. According to Gay (2003:315), descriptive research is a study which determines and describes the way things and it has an aim to collect the information toward topics or an issue. Arikunto (2006:102) states that research quantitative many are required to use numbers, ranging from gathering data, interpretation of the data as well as the appearance of the results. Meanwhile, Sugiyono (2010:15) argues that quantitative research data are numerical and analysis using statistics. Therefore, in the study quantitative is more emphasis on the use of numbers and statistical calculations.

In this research, the descriptive quantitative was used to analyse of students' academic self-efficacy in speaking class at the twelfth grade of SMA N 1 Solok in 2019/2020 academic year.

### B. Population and Sample

#### 1. Population

The population in this research would be the twelfth grade of SMA N 1 Kota Solok in 2019/2020 academic year. It consists of 327 students distribute to ten classes. Each class consists of 30 more students. It can be seen in the following table:

**Table 3.1 : Number of Population**

No	Class	Number of Student
1	XII. IPA. 1	32
2	XII. IPA. 2	31
3	XII. IPA. 3	36
4	XII. IPA. 4	36
5	XII. IPA. 5	36

6	XII. IPA. 6	36
7	XII. IPA. 7	36
8	XII. IPS. 1	32
9	XII. IPS. 2	30
10	XII. IPS. 3	26
<b>TOTAL</b>		<b>327</b>

## 2. Sample

Arikunto (2006:17) states that the sample is a partial or representative of the population under study. If it is only examining a portion of the population, then the study is called a sample study. Sudjana and Ibrahim (2005:16) states that the sample is part of an affordable population that has the same properties as the population.

From the two definitions above, the researcher concludes that the sample is part of the number and characteristics possessed by the population or the sample can also be called as a small part of the population members taken according to certain procedures that can represent the population.

In this research, the researcher was used cluster random sampling. According to Sugiyono (2011:120) cluster random sampling is technique in which the sample selection of group or cluster is involved not individual. To get the sample, researcher makes looting the name's class of students at twelfth grade of SMAN 1 Solok in 2019/2020 academic year, after that shuffle and class names that came out are sample from this study. The researcher got XII. IPA. 3 as the sample of this research. In this class, it consists of 36 students.

## C. Instrumentation

In this research, the instrumentation used was questionnaire. According to Arikunto (2006:149) questionnaire is a number of written questions that are used to obtain information from respondents in the sense of reports about his personality or things he knows.

In this research, the researcher used a rating-scale and checklist based on the theory of self-efficacy. The questionnaire can be predicted with several indicators:

**Table 3.2 : The Indicators of Student Academic Self efficacy**

No	Indicator	Sub indicator	Number of item
1	Level	Student optimism in speaking class activities	1, 2, 3, 4, 5
		Confident to complete the task especially in speaking class activities	6, 7, 8, 9, 10
		Effort to be the best in speaking class	11, 12, 13, 14, 15
2	Strength	Committed in carrying out the task of speaking class	16, 17, 18, 19, 20
		Address all situation and conditions well and positively	21, 22, 23, 24, 25
3	Generality	Based on previous life experiences as a step to success	26, 27, 28, 29, 30
<b>Total</b>			<b>30</b>

The questionnaire score is arranged by using the Likert scale. Sugiyono (2009:132) states that a Likert scale is used to measure attitude, opinion, people's or groups' perception. The answer to each item has a graduation from very positive to very negative. On that basis, then the determination of the score according to alternative answers with the following scoring weight. The Questionnaire was applied by using the Indonesian language to make students clearly understand and did not make ambiguous.

**Table 3.3: Alternative answer of questionnaire**

Respond	Score value
SA	4
A	3
DA	2
SDA	1

Explanation:

- SA : Strongly Appropriate
- A : Appropriate
- DA : Disappropriate
- SDA : Strongly Disappropriate

Validity and reliability of instrument are integral part in conducting a research. The instrument which will be used must be valid and reliable, before using it to collect data in this research. The researcher would measure the validity of the questionnaire using expert validator. The validators of this instrument were English teacher of SMAN 1 Solok and English Lecturer of UMMY solok. The result of validation by the validator was that the questionnaire can be used without revision, because it was in accordance with the indicators.

#### **D. Technique of Data Collection**

The data about students' self-efficacy in speaking class was collected through questionnaire. The researcher distributed the questionnaire to the students as the sample of the research with online by using google form. Next, researcher shared instructions to students on how to fill the questionnaire. The researcher gave time around 1 day to answer the questionnaire. After that, questionnaire would be collected from students in online form.

#### **E. Technique of Data Analysis**

The researcher analysed and scoring the data of questionnaire. After that, the researcher would calculate the percentage of students' academic self-efficacy in speaking class by using formula by Sudjana (2005:15)

$$P = \frac{F}{N} \times 100$$

Where:

P: Percentage of the answer

F: Frequency of the students who get correct answer

N: Total Number of the items

Finally the students' academic self-efficacy in speaking class would be transformed into the following interval:

**Table 3.4 : interval**

<b>Interval</b>	<b>Classification level</b>
86 – 100	Excellent
66 – 85	Good

56 – 65	Average
41 – 55	Poor

Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahunpelaksanaan penelitian. Penyajian meliputi data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.

0 – 40	Very Poor
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## HASIL PENELITIAN

### A. Finding

#### 1. Data Descriptions

The data of this research was collected by using questionnaire. Population of the research is the twelfth grade of SMA N 1 Kota Solok in 2019/2020 academic year. The sample of this research was XII.IPA.3. It consisted of 36 students. The researcher distributed the questionnaire with online by using Google form.

The purpose of this questionnaire was to know how students' academic self-efficacy in speaking class. From the questionnaire, there were three indicator of students' academic self-efficacy; level, strength and generality.

**Table 4.1: The Percentage of Students' Answer in Questionnaire**

No	Indicator	Responses				Total
		SA	A	DA	SDA	
1.	Level	228	684	110	5	1.087
		26,5%	62,9%	10,1%	0,5%	100%
2.	Strength	216	684	156	-	1.056
		20,5%	64,8%	14,8%	0%	100%
3.	Generality	264	591	190	2	1.047
		25,2%	56,4%	18,1%	0,2%	100%

<b>Total Score</b>	<b>768</b>	<b>1959</b>	<b>456</b>	<b>7</b>	<b>3.190</b>
<b>Percentage</b>	<b>24,1%</b>	<b>61,4%</b>	<b>14,3%</b>	<b>0,2%</b>	<b>100%</b>
<b>Total Frequency</b>			<b>4.320</b>		
<b>Total Percentage</b>			<b>73,84%</b>		

Based on the table 4 above, it can be described that from 36 students and the three indicators of the questionnaire, which are level, strength, and generality, the total of students' score was 3.190. The students' total score in the category of strongly appropriate was 768 (24.1%). Then in category appropriate, the score was 1.959 (61.4%). The students' score in category disappropriate was 456 (14.3%) and in category strongly disappropriate was 7 (0.2%).

The researcher can conclude that from the four answer the biggest score from the student's was appropriate with 61.4%. Not only that, the smallest score from the student's was strongly disappropriate with 0.2%. The final percentage of the students' score is 73.84%, it is classified as **Good**. The calculation of the final percentage can be seen in appendix 6. It is means that twelfth students of SMAN 1 Solok had good self-efficacy in speaking class.

## 2. Data Analysis

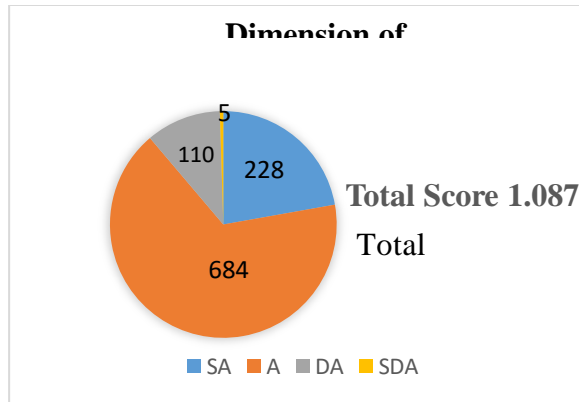
Related to the formulation of the problem, the result of this data analysis focused on students' academic self-efficacy. The analysis as given according to indicator of students' self-efficacy. The result of the data analysis showed that there were 30 items that answer by sample.

### a. Students' Academic Self-efficacy Base on Dimension of Level

After giving 10 items of the questionnaire on dimension of level to 36 students, the finding can be presented in table below:

#### **Graphic 4.1: The Percentage of Students' Academic Self-efficacy Base on Dimension Level**





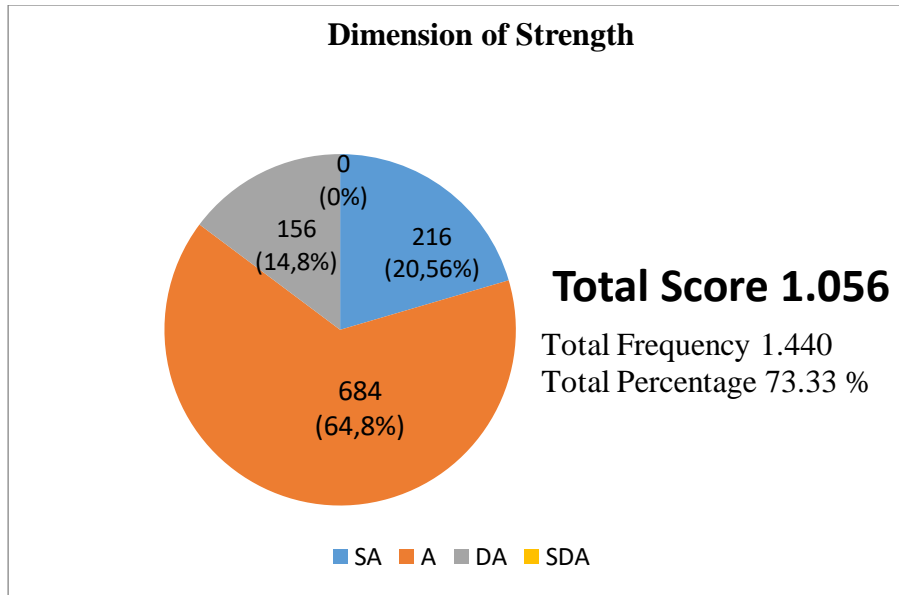
From the graphic 4.1 above, the total score from the students' responses is 1.087 from 36 student in 10 item several in 2 sub indicator from dimension of level. In the category responses of strongly appropriate (SA), the total students' score was 228 (26.5%). Then, in Appropriate (A), total students' score was 684 (62.9%). In the category of disappropriate, total students' score was 110 (10.1%) and total score category of strongly disappropriate was 5 (0.5%).

The final percentage of the students' academic self-efficacy base on indicator level was **75.49%**. It is classified as **good**. The calculation of the final percentage can be seen in appendix 9. In the other hand, most of the students had **good** level of students' academic self-efficacy. The biggest score category of the respondents was appropriate 684 (62.9%). It means that student had good believe on their ability in speaking class.

#### **b. Students' Academic Self-efficacy Base on Dimension of Strength**

The result of the students' academic self-efficacy based on dimension of strength after giving 10 items of questionnaire to 36 student, the percentage can be presented in table below:

#### **Graphic 4.2: The Percentage of Students' Academic Self-efficacy Base on Dimension of Strength**



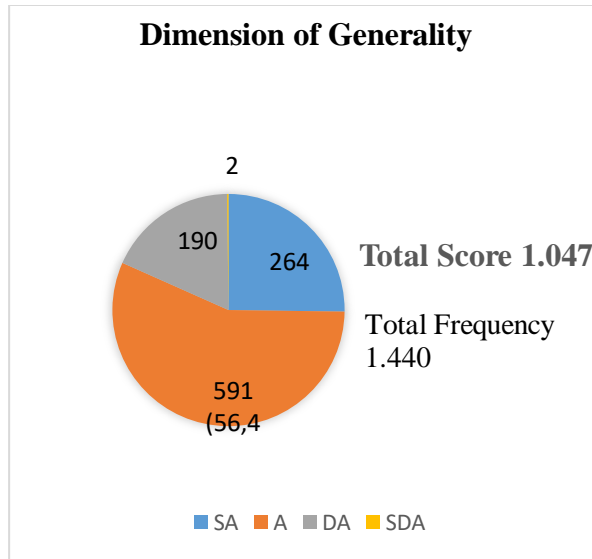
Base on the graphic 4.2 above, it can be seen that students' total score is 1.056 from 36 student and 8 items of dimension of strength. The score category of strong appropriate was 216 (20.56%). In the category of appropriate, the students' score was 684 (64.8%). Then, the score category of disappropriate was 156 (14.8%) and in the category of strongly disappropriate, the score was 0 (0%).

The total percentage was **73.33%**. It is classified as **good**. The calculation of the final percentage can be seen in appendix 12. In the other hand, students had **good** self-efficacy in dimension of strength. In addition, the biggest score is in the category appropriate is 64.8 %. It is can be said that most of students had good power to despite many obstacle.

**c. Students' Academic Self-efficacy Base on Dimension of Generality**

After giving the questionnaire separated in 10 items to 36 students, the result can be seen in the table below:

**Graphic 4.3: The Percentage of Students' Academic Self-efficacy Base on Dimension of Generality**



Based on the graphic 4.3 above, it is can be seen that the total score of the students answer is 1.047 from 36 students in 2 sub indicator of dimension of generality. From table, the category score of strongly appropriate was 264 (25.2 %). In category of appropriate, the score of the students answer was 591 (56.4 %). The score category of disappropriate was 190 (18.1%) and in category strongly disappropriate, the score was 2 (0.2%).

It is can be seen that the biggest score was category of appropriate with 591(56.4%). The final percentage was **72.71%** it is can be classified into **good**. Final percentage obtained from total score of students' response divided by total frequency and multiplied by 100%. It can be seen in appendix 15. It means that students had **good** self-efficacy especially in dimension of generality. In other word, students had ability cope their self in many activities.

## B. Discussion

The research was about students' academic self-efficacy in speaking class at twelfth grade students of SMAN 1 Solok at 2019/2020 academic year. To find the students' academic self-efficacy in speaking class should be considered three dimensions of self-efficacy. First, based on dimension of level the final percentage of the students' academic self-efficacy was 75.49%, it is classified as good. The response of this questionnaire there were 62.9% students appropriate with level of self-efficacy. It means that student had good believe on their ability in speaking class. In the other hand, students feel their self-efficacy

in English was good enough because they can communicate using English in the classroom or even outside when they speak with their friends. In line with this research, Bandura (1997:42-43) states that dimension of level is degree of individual believe about their ability to cope the problem. Students can improve or increase self-efficacy belief by looking for conditions which can add a higher level of challenges and difficulties.

Second, based on dimension of strength. From 10 items of questionnaire that spread in two sub indicator, there were **64.8%** students choose appropriate when answer the questionnaire. From the total percentage, it classified as good. It is can be said that most of students had good power to despite many obstacle when study English especially in speaking class. Students were diligent in learning and solve all problems in learning on their own. In addition, this result of this reseach relevant eith the research was done by Estorina (2018) with title “Efikasi Diri Mahasiswa Penyusun Skripsi ”. The result of the research was the student had high strength in compiling the thesis. Students were sure of all their abilities in completing the thesis and were able to face the obstacles that occur in the process of compiling the thesis.

Third, based on dimension of generality. From 36 students at XII IPA 3 there were **56.4%** students answer the questionnaire with appropriate. It means students had ability to finish or cope the problem in many activity in the same time. In other word, students can focus to learning proses as well as doing other activities. This result were relevant with the result of Nelly Yupita Sari (2018) with title “Self-Efficacy Siswa dalam Menyelesaikan Soal Matematika Berbentuk Cerita”. The result of the research indicates that the dominant student self-efficacy is in the moderate classification.

In addition, the result of this research relevant with the research which was done by Ahmad Maulana (2020) with title “Student Self-Efficacy in Speaking Class”. The result of the research was the students had a good self-efficacy in speaking English. Students had a strong confident when they speak English and do the better task in the classroom.

Based on the explanation above, researcher can conclude that twelfth grade students of SMAN 1 Solok at 2019/2020 academic year had good self-efficacy. They had good believe with their ability in English. In addition, students were able in tackling the problems they receive. They had ability to finish or cope the problem in many activities in the same times.

## SIMPULAN DAN SARAN

### A. Conclusion

This research focuses on the students' academic self-efficacy in speaking class at twelfth grade students of SMAN 1 Solok at 2019/2020 academic year. After finding and analyse data, researcher got some conclusion: First, The level of students' academic self-efficacy in speaking class at twelfth grade students of SMAN 1 Solok in 2019/2020 academic year was **good**. It means that student had good believe on their ability in speaking class. Second, The strength of students' academic self-efficacy in speaking class at twelfth grade students of SMAN 1 Solok in 2019/2020 academic year was **good**. It is can be said, most of students had good power to despite many obstacle when study in speaking class. Third, The generality of students' academic self-efficacy in speaking class at twelfth grade students of SMAN 1 Solok in 2019/2020 academic year was **good**. It means that students had **good** self-efficacy especially in dimension of generality. In other word, the students are able to control their selves in doing certain activities at same time.

### B. Suggestion

Based on the results of research before, then the suggestions that can be recommended are:

1. For the students.

Students must be more confident with their abilities because if students has good confident, they can practice more to speak in front of the class. Besides that, students must also take the teaching and learning process seriously so that they can improve their ability in English, especially in speaking. In addition, students must be aware that many factors affect students' ability to learn.

2. For the teacher

The teacher must more motivating and convincing students with their abilities. The teacher must also developed learning methods that are more in line with the times so that students will be more enthusiastic in learning. In addition, the teacher must become a role model in getting use of English in everyday life

3. For other researcher.

The finding of this research is hoped to be sources or relevant study for the next researcher.

Jadwal penelitian disusun dengan mengisi langsung tabel berikut dengan memperbolehkan penambahan baris sesuai banyaknya kegiatan.

#### JADWAL

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulan proposal penelitian	√	√										
2	Revisi proposal penelitian			√									
3	Observasi awal ke lokasi penelitian				√								
4	Merancang instrument penelitian					√							
5	Pelaksanaan treatment penelitian						√	√					
6	Pelaksanaan post-test (pengumpulan data)								√				
7	Analisis Data									√	√		
8	Publikasi hasil penelitian											√	
9	Pelaporan hasil penelitian												√

Daftar pustaka disusun dan ditulis berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada usulan penelitian yang dicantumkan dalam Daftar Pustaka.

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## Lampiran 1. Justifikasi Anggaran

<b>1. Honor</b>				
<b>Honor</b>	<b>Honor/Jam (Rp)</b>	<b>Waktu (jam/minggu)</b>	<b>Minggu</b>	<b>Honor per Tahun/ 12 bulan (Rp.)</b>
Validator Instrument	100,000	1	2	200,000
Pengumpul Data	75,000	2	1	150,000
Analisis Data	150,000	3	1	450,000
<b>Sub Total (Rp.)</b>				<b>800,000</b>
<b>2. Peralatan Penunjang</b>				
<b>Material</b>	<b>Justifikasi Pemakaian</b>	<b>Kuantitas</b>	<b>Harga Satuan (Rp)</b>	<b>Biaya per Tahun</b>
Buku referensi	Referensi/ rujukan bahan penelitian	8	125,000	1,000,000
Fotocopy	Perbanyak instrument penelitian	8	35,000	280,000
Dokumentasi selama penelitian	Penelitian	4	50,000	200,000
<b>Jumlah</b>				<b>1,480,000</b>
<b>3. Bahan Habis Pakai</b>				
<b>Material</b>	<b>Justifikasi Pemakaian</b>	<b>Kuantitas</b>	<b>Harga Satuan (Rp)</b>	<b>Biaya per Tahun</b>
Kertas HVS	Print laporan penelitian, instrument penelitian	3	55,000	165,000
Catridge Hitam Canon MP280	Print laporan penelitian, instrument penelitian	2	315,000	630,000
Catridge Warna Canon MP280	Print laporan penelitian, instrument penelitian	1	385,000	385,000
penggaris	instrument	2	5,000	10,000
Note book	Print laporan	2	30,000	60,000
Penghapus	instrument penelitian	1	5,000	5,000
Pembolong kertas	instrument penelitian	1	9,000	9,000
Tinta Printer	Print laporan penelitian, instrument penelitian	4	65,000	340,000

Buku folio	Catatan lapangan penelitian	3	20,000	60,000
Pen Correction (Tipe X)	Catatan lapangan penelitian	4	5,000	20,000
Bulpoint	Catatan lapangan penelitian	20	3,000	60,000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	6	6,000	36,000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	6	20,000	120,000
Materai 10000	Kontrak Penelitian	12	10,000	120,000
<b>Jumlah</b>				<b>2,020,000</b>
<b>4. Perjalanan</b>				
<b>Material</b>	<b>Justifikasi Perjalanan</b>	<b>Kuantitas</b>	<b>Harga Satuan (Rp)</b>	<b>Biaya/tahun/12 bulan (Rp)</b>
Biaya Transportasi Observasi	Perjalanan Observasi	4	75,000	300,000
Biaya Transportasi Penelitian	Perjalanan Penelitian	3	100,000	300,000
<b>Jumlah</b>				<b>600,000</b>
<b>5. Lain-lain</b>				
<b>Kegiatan</b>	<b>Justifikasi</b>	<b>Kuantitas</b>	<b>Harga Satuan (Rp)</b>	<b>Biaya per Tahun (Rp)</b>
Publikasi di Jurnal	Luaran	2	400,000	800,000
<b>Sub Total (Rp)</b>				<b>800,000</b>
<b>TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)</b>				<b>5,700,000</b>

## Lampiran 2

### KUISIONER TENTANG SELF EFFICACY TAHUN AJARAN 2020/ 2021

#### I. Petunjuk umum

Kuisisioner ini dirancang untuk mengumpulkan informasi tentang self-efficacy siswa dalam menerima materi pembelajaran. Alternatif jawaban untuk setiap pertanyaan sebagai berikut:

SS : Sangat Sesuai

S : Sesuai

TS : Tidak Sesuai

STS : Sangat Tidak Sesuai

Hasil penelitian ini tidak akan mempengaruhi nilai anda, jadi diharapkan agar mengisidengan sejujur-jujurnya dengan yang anda alami. Agar hasil penelitian ini dapat dijadikan bahan acuan untuk perbaikan di masa yang akan datang.

#### II. Petunjuk Khusus

1. Bacalah pernyataan dengan cermat dan teliti
2. Berikan jawaban yang sejujur-jujurnya sesuai dengan apa yang benar terjadi.
3. Berikan tanda (✓) pada kolom jawaban yang sesuai
4. Waktu yang disediakan adalah 1 hari.

Nama : .....

Kelas : .....

NO	Pernyataan	Respon				TOTAL
		S	S	T	ST	
1.	Saya yakin mendapat nilai bagus dalam Speaking class.	S				
2.	Saya yakin mendapat nilai terbaik dalam Speaking	S		S	S	

- class.
3. Sayyakinnilai yang diberikan guru adalahnilaiterbaikuntuksaya.
  4. Sayayakindapatmengikuti speaking activities denganbaik.
  5. Sayayakindapatmengerjakantugassendiri.
  6. Sayayakindapatmenyelesaikantugas speaking tepatwaktu.
  7. Sayayakinmampubelajarwalaupun yang lain berisik.
  8. Sayayakinmampumenyelesaikantugasdenganbaik.
  9. Sayayakinmampumenyelesaikantugas Speaking walaupunsulit.
  10. Sayayakinmampumengerjakantugas Speaking sendiri.
  11. Sayatekunbelajardalam Speaking class.
  12. Sayamengerjakanlatihan-latihan Speaking setiaphari
  13. Sayaberusahamenguasaipelajaran speaking class.
  14. Sayaberusahamenyelesaikantugas Speaking walaupunsulit.
  15. Sayaberusahamenyelesaikantugas Speaking sendiri.
  16. Sayamengerjakantugas Speaking sendiri.
  17. Sayamengerjakantugas Speaking tanpabantuan guru.
  18. Sayatetapmenyelesaikansoal yang susah.
  19. Sayamenyelesaikantugas Speaking yang sulittepatwaktu.
  20. Sayamengikutipelajaran Speaking denganbaik.
  21. Sayasemakinsemangatbelajar agar mendapatnilai yang baik.
  22. Sayamenyelesaikantugas speaking sambilmembantu orang tua.
  23. Sayamenyelesaikantugas speaking sambilmengerjakantugas yang lain.
  24. Sayabelajardua kali lipat agar mendapatkannilai yang baik.
  25. Sayayakinmendapatkannilai yang baiksaatujian.
  26. Sayamengulangkembalipelajaran speaking di rumah
  27. Sayamengevaluasidirisetelahbelajar Speaking.
  28. Sayamengerjakantugas speaking denganbaikwalaupunbanyakhambatan di kelas.
  29. Sayamenolahajakantemanuntukbermainpadasaatbelajar Speaking
  30. Sayamengevaluasihasilbelajardikelasuntukmeningkatkan nilai.



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## **Surat Tugas**

No. **04.02/ST-P/LP3M-UMMY/V-2021**

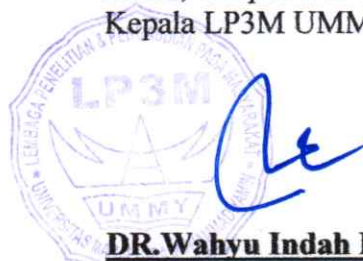
Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

Nama : **Fitri Handayani, S.Pd., M.Pd.**  
NIDN : 1017048602  
Tempat/Tanggal Lahir : Solok/17 April 1986  
Pangkat/Golongan Ruang : Lektor  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)

Untuk melaksanakan kegiatan Penelitian dengan judul **“An Analysis of Students’ Academic Self-Efficacy on Speaking Class at Twelfth Grade of SMAN 1 Solok on 2020/2021 Academic Year”**.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggungjawab.

Solok, 2 April 2021  
Kepala LP3M UMMY



**DR. Wahyu Indah Mursalini, SE. MM.**  
NIDN. 1019017402